

# Achieve School District

100 Main Street  
Proud, New Jersey

# Case Study

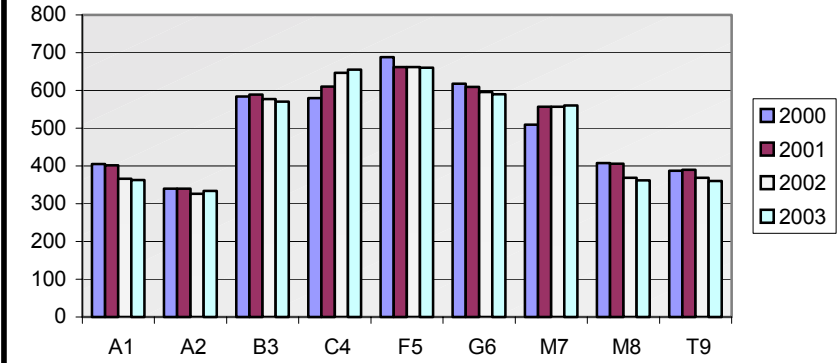
## DISTRICT DEMOGRAPHIC DATA

### SCHOOL & STUDENT DATA

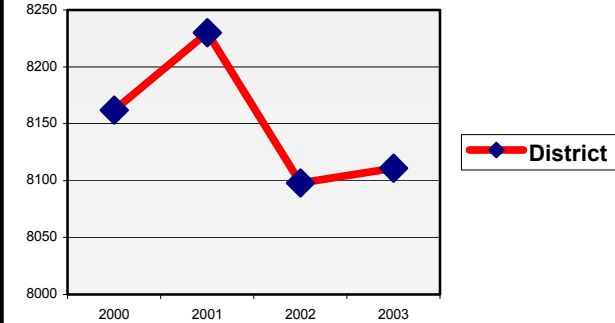
### 2005 Minimum Performance Targets

Language Arts Literacy - 75%  
Mathematics - 62%  
Attendance - 94%

2000-2003 Elementary Enrollment



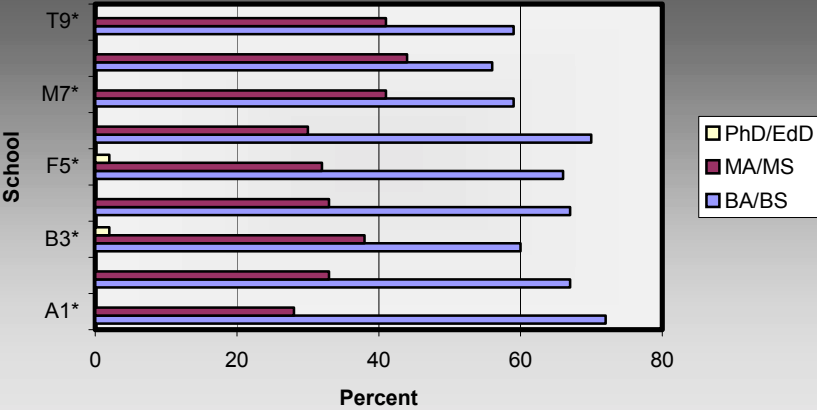
2000-2003 Total District Enrollment



Average Class Size

	1999-2000	2000-2001	2001-2002
State	21.4	20.8	20.4
A1*	20	21.8	20.6
A2	21	17.9	17.2
B3*	18	17.8	17.7
C4	22	21.8	22.2
F5*	24	22.6	21.5
G6*	20	21	18
M7*	23	23.1	22.2
M8*	21	20.3	16.3
T9*	14	23.6	16.3

2001-02 Faculty Certification



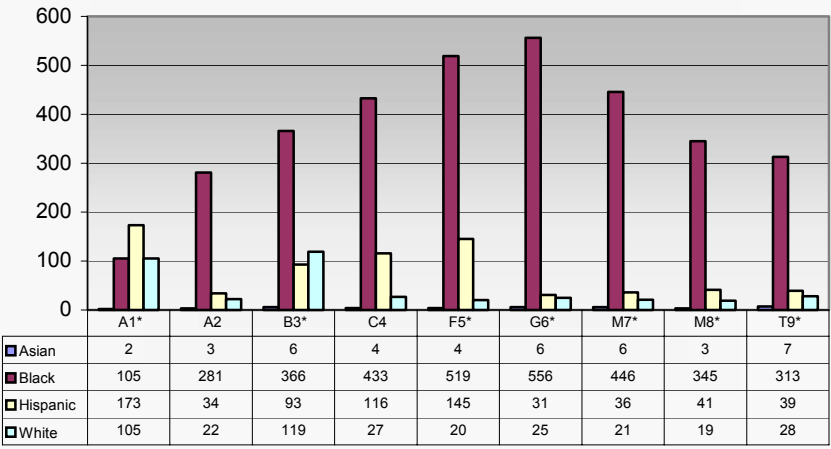
### 2001-02 Special Education Enrollment

	# Students	Male	Female
School A1*	57	39	18
School A2	0	0	0
School B3*	29	19	10
School C4	0	0	0
School F5*	0	0	0
School G6*	60	41	19
School M7*	6	4	2
School M8*	59	35	24
School T9*	0	0	0

### 2001-02 LEP Enrollment

	# Students
School A1*	72
School A2	10
School B3*	40
School C4	71
School F5*	33
School G6*	18
School M7*	22
School M8*	0
School T9*	11

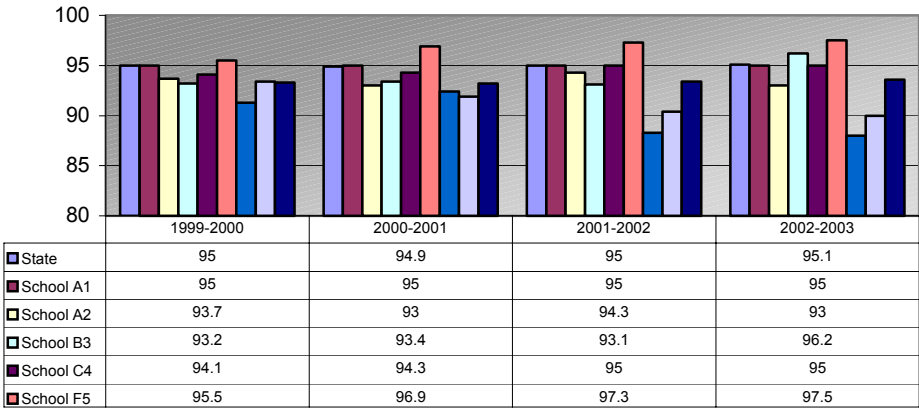
2001-2002 Student Enrollment by Race and Ethnicity



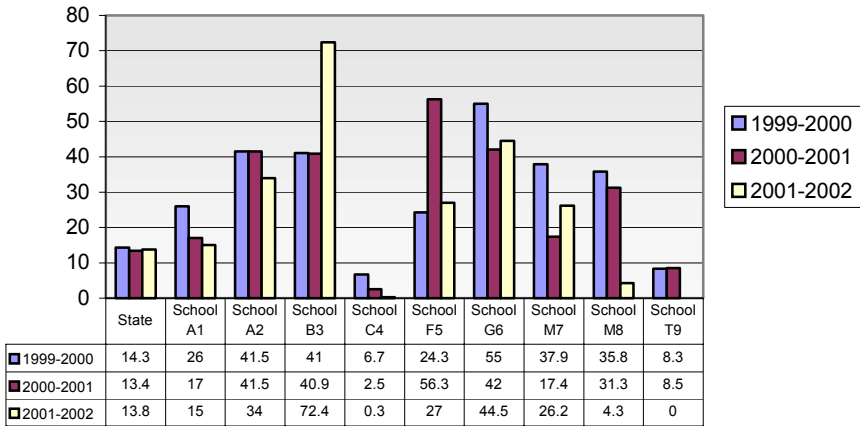
### Faculty Attendance Percentages

	1999-2000	2000-2001	2001-2002
State	94.1	96.1	96.4
A1*	97	91	91
A2	95	95	95.1
B3*	96	97.8	98.4
C4	97.6	95.7	94.9
F5*	97	95	79.5
G6*	96.3	91	59
M7*	99.6	95	95.9
M8*	97.1	97.1	100

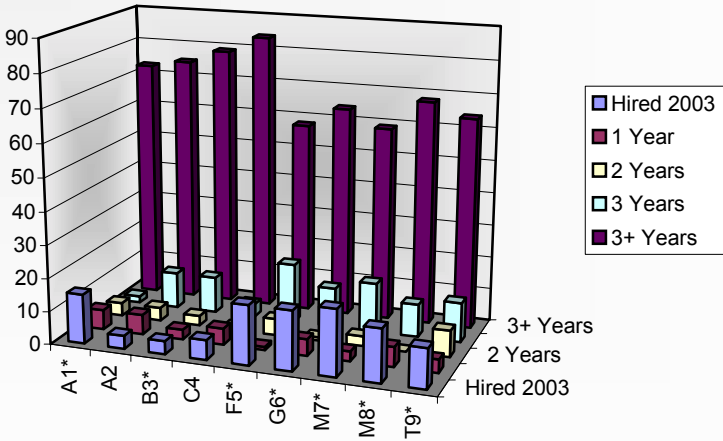
Elementary Attendance Rates Compared to State Rate



Elementary Mobility Rate 2000 to 2002



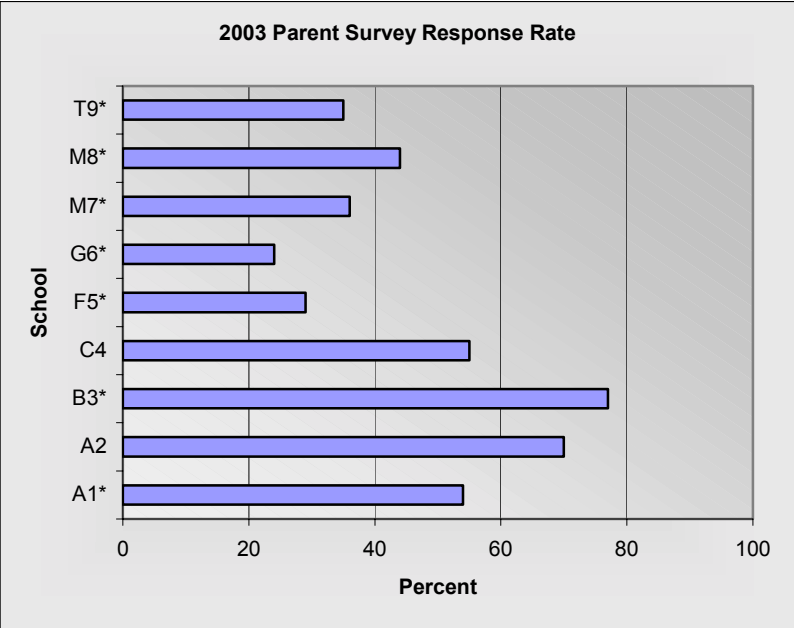
2003 Faculty Experience Percentages



PERCEPTION DATA

2003 PARENT SURVEY

- 1. My child’s teacher expects quality work of the students.
- 2. I know what my child’s teacher expects of my child.
- 3. In reading, is your child (a) below grade level; (b) on or above grade level; or (c) I do not know?
- 4. Is your child enjoying the reading program?
- 5. Are you aware of the home responsibilities of the reading program?
- 6. Are you familiar with your child’s math program?
- 7. Do you use the parent information section of the math homework?
- 8. Do you feel you need more information on how to help your child at home with (a) reading; (b) math?



SCHOOL PROCESSES - MATHEMATICS

MATHEMATICS PILOT

A new mathematics program was implemented in five of the nine elementary schools over the past two years. In 2000-2001, School A2 and B3 initiated the program followed by School A1, C4 and T9 in 2001-2002. Results from the 2001-02 administration of the ESPA show that only two of the nine elementary schools are meeting state mathematics performance targets. Preliminary results using district assessments have been promising.

Program Description

In the 2003-04 school year, the pilot will be expanded to all nine elementary schools in the district. The pilot uses standards-based curricula including *Everyday Mathematics* for kindergarten through grade five and *Connected Mathematics* for grades six through eight. These programs are endorsed by the National Science Foundation and the National Council of Teachers of Mathematics because of their organization, child-friendly presentation, rigorous development of content understanding, and alignment with NCTM standards. Both programs are aligned with the NJ CCCS. The district initiates and facilitates ongoing discussion on vertical and horizontal articulations by engaging all building level teachers in the alignment of the mathematics curriculum that addresses state, local, and national standards. District level articulations are used.

Our goal is to provide both the environment and experience that will enable all students to develop a deep conceptual understanding of mathematics. The program includes 75 minutes of mathematics instruction daily for students in kindergarten through grade 5; and 60 minutes for students in grades 6 through 8. The focus of mathematics instruction at all levels is problem solving.

Professional Development

The pilot includes twenty-five hours of professional development for all kindergarten through grade eight teachers. This staff development makes direct connections to the learning goals of the school/district and an analysis of student achievement data in order to significantly enhance the delivery of curriculum and instruction. The pilot uses research-based teaching strategies to support student learning. Support is available for classroom practices (e.g., modeling, coaching, peer observations, mentoring) of the strategies from resource teachers and model math teachers.

Mathematics Assessment

Assessments that are aligned with the CCCS are administered at all grade levels at the beginning, middle and end of the school year. Results are analyzed based upon criteria in the CCCS. The results are provided to each teacher and used as the basis for further professional development.

Supplemental Services

One math tutor is available in each building in addition to homework assistance and an after school program. Parent involvement is a critical factor in the success of the program.

Implementation

The district has delayed implementation to all elementary schools due to the initial cost factors involved—one tutor per building, textbooks, manipulatives and professional development.

Survey Responses by Percent

	#1 Disagree	#2 Disagree	#3c Don't Know	#4 No	#5 No	#6 No	#7 No	#8a Yes	#8b Yes
A1*	35	28	26	4	3	12	22	36	45
A2	42	30	67	7	5	7	25	22	47
B3*	51	47	19	4	3	2	14	17	35
C4	60	55	25	12	2	5	9	29	21
F5*	22	17	58	25	14	25	32	77	77
G6*	15	14	70	33	21	33	43	65	65
M7*	39	23	33	27	9	33	19	35	37
M8*	33	30	46	37	11	42	37	39	42
T9*	28	30	44	21	8	36	21	20	25

District Factor Group (DFG):

Achieve School District is in DFG “A.” Districts are grouped so that each group will consist of districts having factor scores within an interval of one tenth of the distance between the highest and lowest scores. DFG “A” is the lowest score. Seven items are used to achieve the DFG index. The items used to achieve the DFG index include:

- 1. Percent of population with no high school diploma
- 2. Percent of population with some college
- 3. Occupation
- 4. Population density
- 5. Income
- 6. Unemployment
- 7. Poverty

## Achieve School District

100 Main Street  
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# Case Study

## DISTRICT MATHEMATICS ACHIEVEMENT DATA

NOTE: All results combine proficient and advanced proficient.

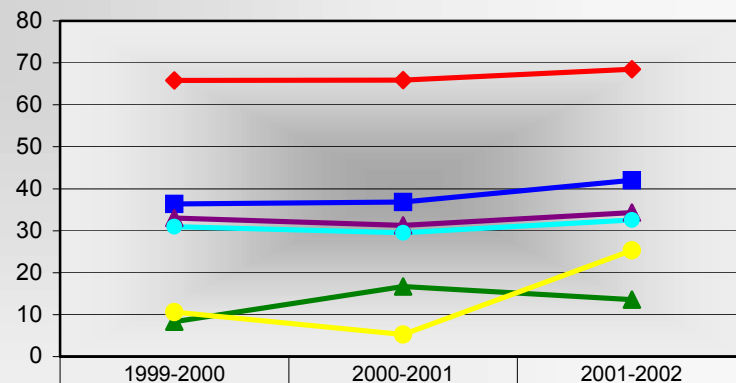
2005 Minimum  
Performance  
Targets

Mathematics 62%

ESPA

M  
A  
T  
H

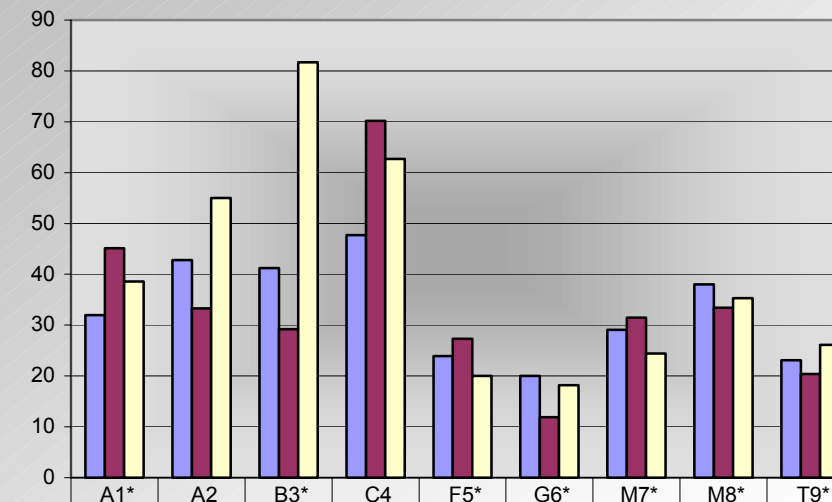
1999-2002 ESPA MATHEMATICS  
State, DFG & District Comparison



	1999-2000	2000-2001	2001-2002
State All Students	65.8	65.9	68.5
DFG All Students	36.4	36.8	42
District General Education	33	31.3	34.3
District LEP	8.3	16.7	13.6
District All Students	31	29.5	32.6
District Special Education	10.6	5.3	25.3

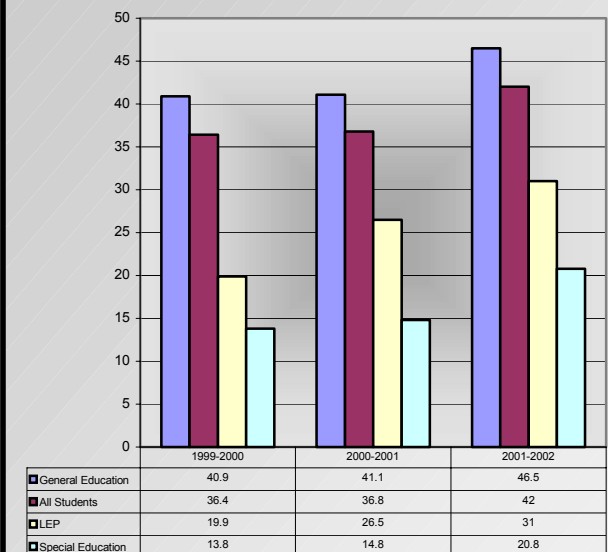
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Districts are grouped so that each group will consist of districts having factor scores within an interval of one tenth of the distance between the highest and lowest scores. DFG "A" is the lowest score. Seven items are used to achieve the DFG index.

1999-2002 ESPA Mathematics  
Percent Proficient by School General Education

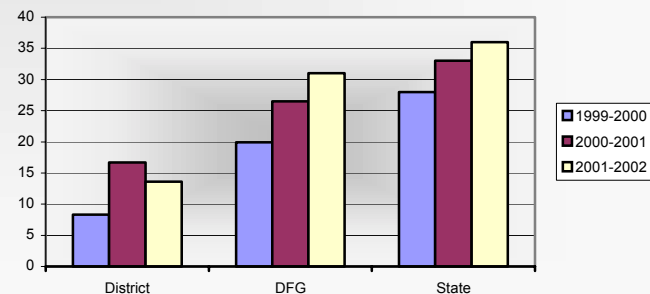


	A1*	A2	B3*	C4	F5*	G6*	M7*	M8*	T9*
1999-2000	32	42.8	41.2	47.7	23.9	20	29.1	38	23.1
2000-2001	45.1	33.3	29.2	70.2	27.3	11.9	31.5	33.4	20.4
2001-2002	38.6	55	81.7	62.7	20	18.2	24.4	35.3	26.1

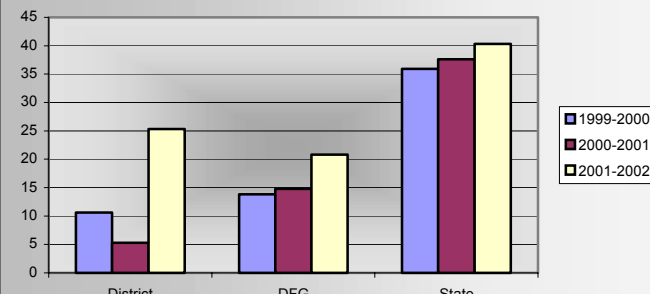
1999-2002 ESPA MATHEMATICS  
DISTRICT FACTOR GROUP A  
PERCENT PROFICIENT



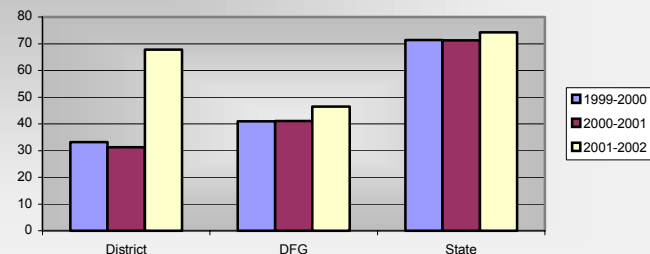
1999-2002 ESPA MATHEMATICS  
LEP Percent Proficient



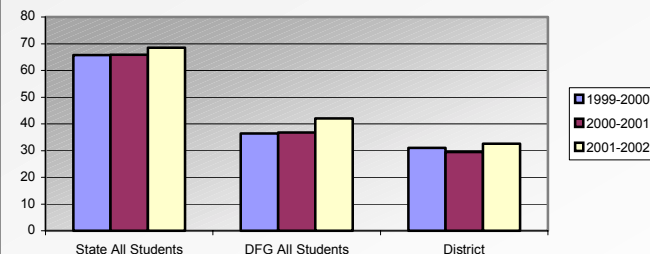
1999-2002 ESPA MATHEMATICS  
Special Education Percent Proficient



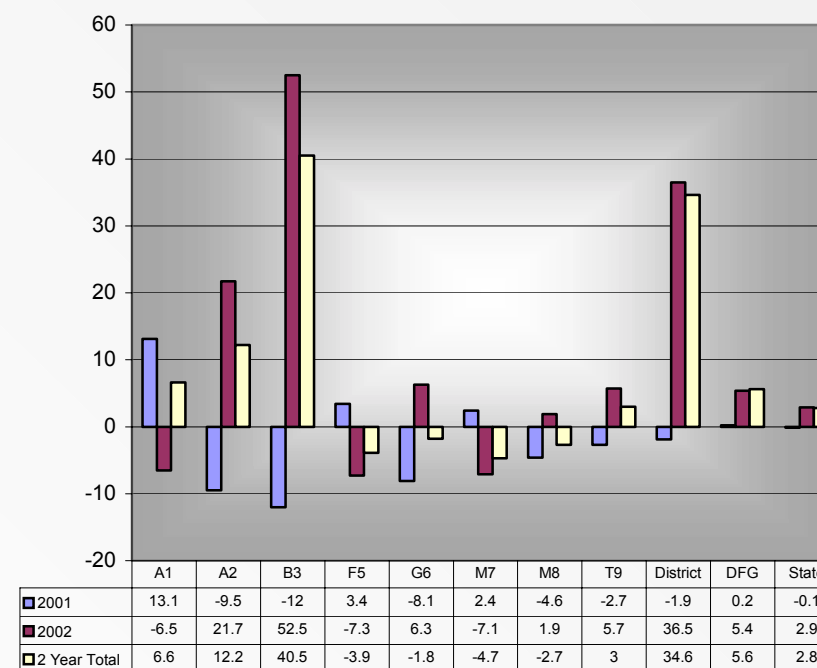
1999-2002 ESPA MATHEMATICS  
General Education Percent Proficient



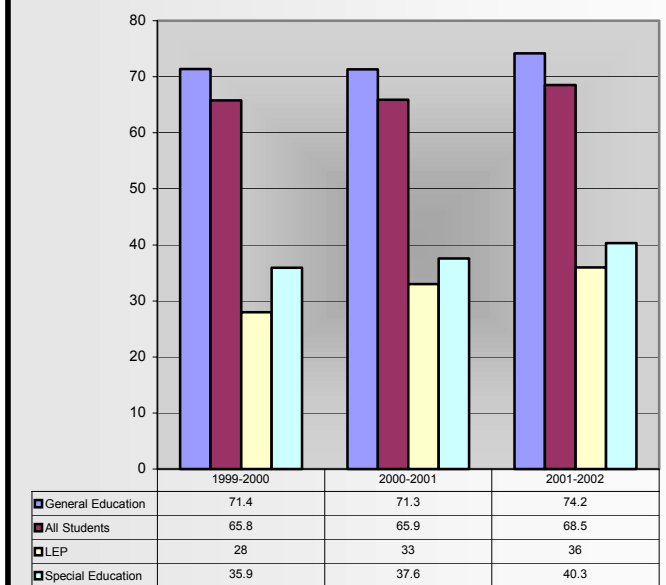
1999-2002 ESPA MATHEMATICS  
All Students Percent Proficient



1999-2002 ESPA MATHEMATICS  
Increase in Percent Proficient - General Education  
Schools in Need of Improvement



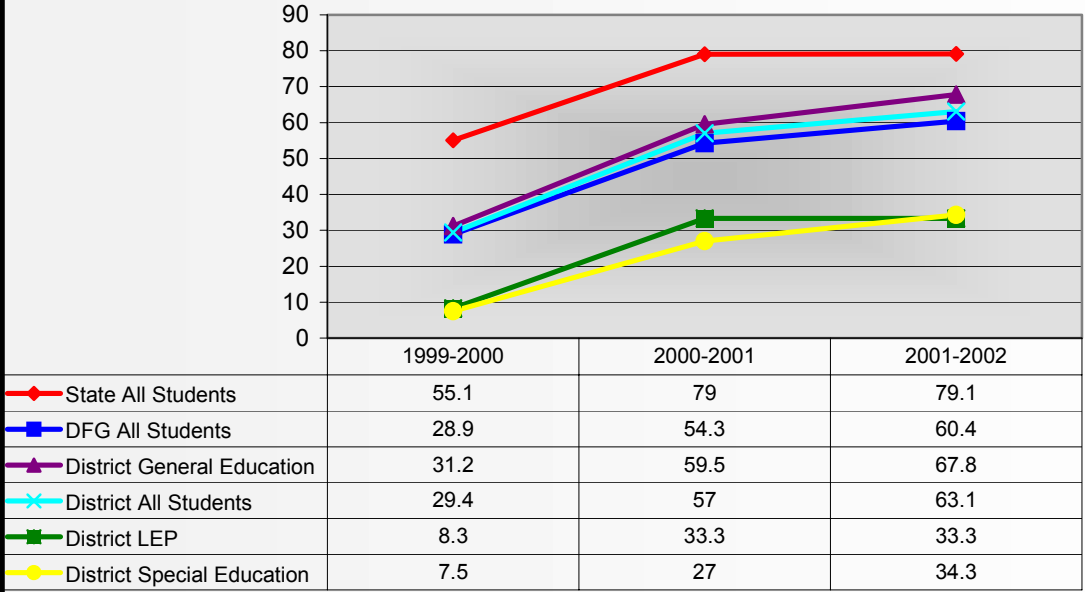
1999-2002 ESPA MATHEMATICS  
STATEWIDE PERCENT PROFICIENT



ESPA

L  
A  
L

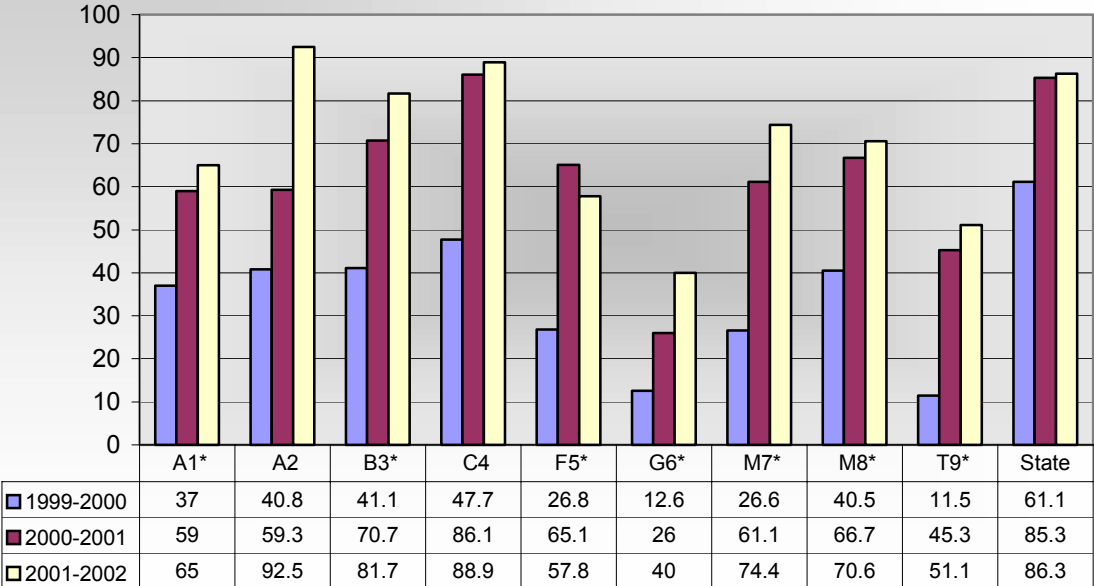
1999-2002 ESPA LAL  
STATE, DFG & DISTRICT COMPARISON



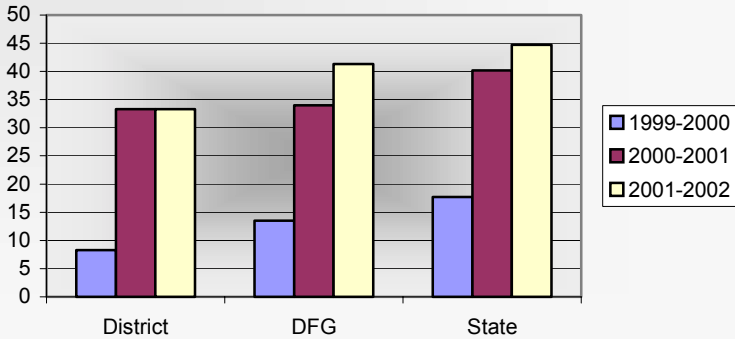
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All results combine proficient and advanced proficient.

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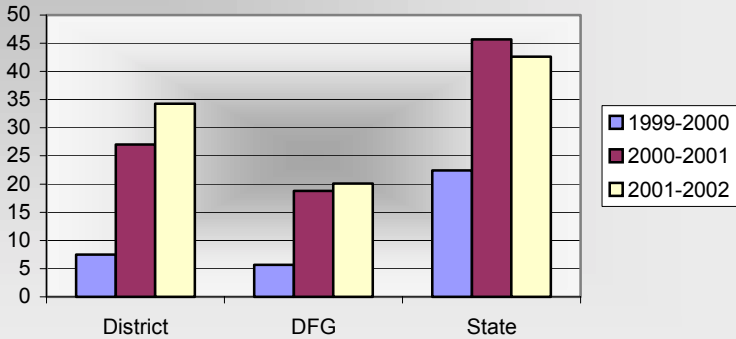
1999-2002 ESPA LAL BY SCHOOL  
PERCENT PROFICIENT - GENERAL EDUCATION



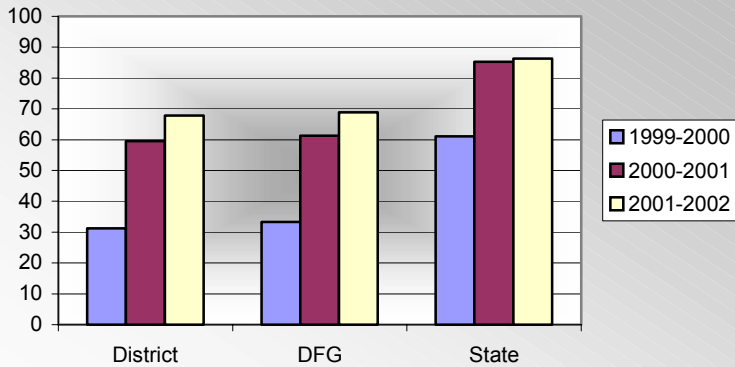
1999-2002 ESPA LAL  
LEP PERCENT PROFICIENT



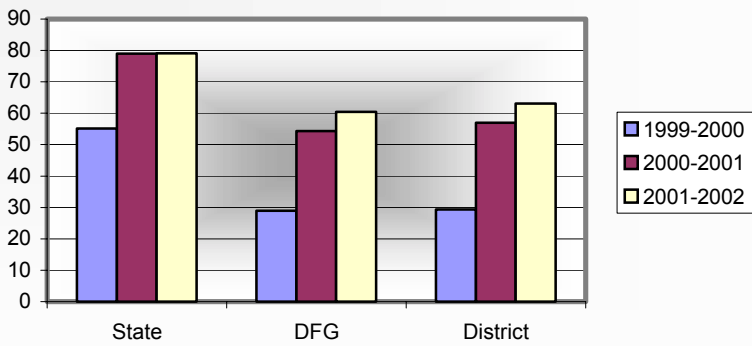
1999-2002 ESPA LAL  
SPECIAL EDUCATION PERCENT PROFICIENT



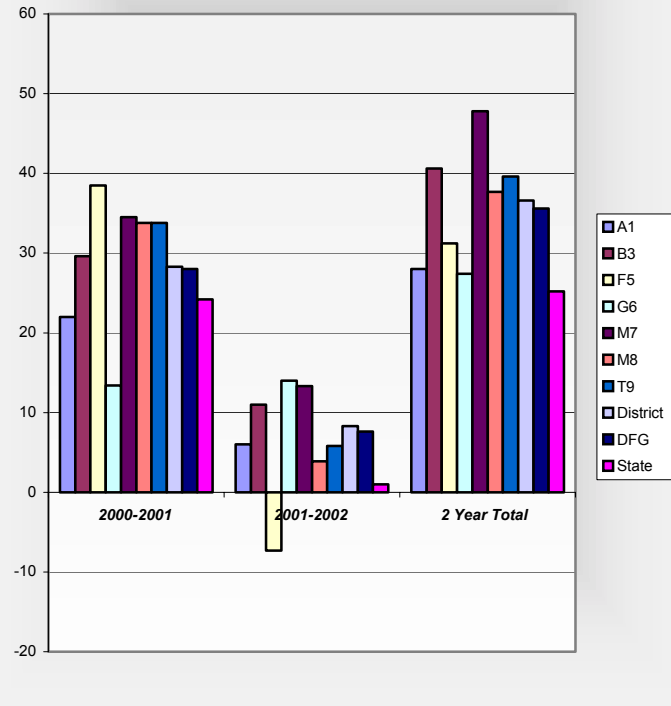
1999-2002 ESPA LAL  
GENERAL EDUCATION PERCENT PROFICIENT



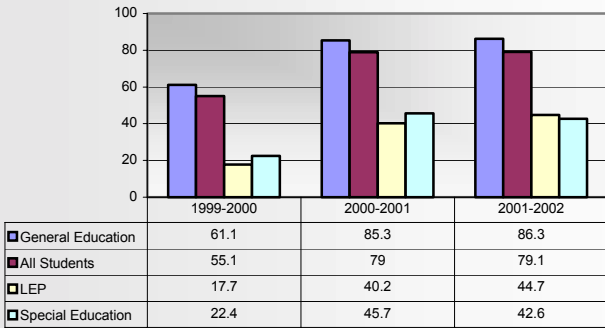
1999-2002 ESPA LAL  
PERCENT PROFICIENT ALL STUDENTS



1999-2002 Increase in Percent Proficient  
ESPA LAL  
Schools in Need of Improvement



1999-2002 ESPA LAL  
STATEWIDE RESULTS



1999-2002 ESPA LAL  
DISTRICT FACTORY GROUP A

